

# **HEALTH EDUCATION GRADE-LEVEL EXPECTATIONS**

**Missouri Department of Elementary and Secondary Education  
May, 2007**

# HEALTH EDUCATION GRADE LEVEL EXPECTATIONS

The Health Education Grade Level Expectations (GLEs) represent content that Missouri students are expected to know at each grade level. The GLEs are not a curriculum. They are, however, the learner outcomes that should be assessed at the local level to appraise student achievement. The GLEs should not be taught in isolation. Rather, they should be bundled together where possible into well-planned, sequential, and targeted lessons to accomplish district objectives to meet the Show-Me Standards.

Alignment to the Missouri Show-Me Content standards is found in the row titled "State Standards." The row titled "National Standards" refers to standards from the *National Health Education Standards*, Second Edition, published by The American Cancer Society (2007).

The following [coding system](#) should be used to reference the Health Education GLEs:

## **STRANDS:**

FS = Functions and Interrelationships of Systems

ME = Health Maintenance and Enhancement

RA = Risk Assessment and Reduction

## **BIG IDEAS:**

Use the numeral preceding the Big Idea

## **CONCEPTS:**

Use the capital letter designation

**EX:** The GLE "recognize the four basic rules of food handling" can be found in the *Physical Health Maintenance and Enhancement* strand (ME), under the second Big Idea – *Nutrition* (2), in the concept *Food Handling and Safety* (D) in grade 2. Therefore, the code for that particular GLE is: **ME2D2**. Generally avoid the use of periods or dashes in the coding.

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# Functions and Interrelationships of Systems

1. Structure and Functions of the Body										
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Sensory System	Identify the five senses	Illustrate the functions of the five senses (e.g., eyes to see)		Classify the five sense organs and their parts (e.g., iris, ear canal, olfactory bulb, taste buds, nasal cavity) and explain how the five senses are used in personal and social environment (e.g., gathering information, making observations, drawing conclusions)  Name the major parts, functions and disorders of the sensory organs (e.g., near-sightedness, far-sightedness, hearing loss)						Investigate disorders, their treatments, and prevention techniques to maintain a healthy sensory system (e.g., hearing loss, glaucoma, near and far-sightedness, halitosis, numbness, tingling)
	State Standards	HPE 1	HPE 1	HPE 1						HPE 1, HPE 3
	National Standards	NH 1	NH 1	NH 1						NH 3

# Functions and Interrelationships of Systems

<b>1. Structure and Functions of the Body</b>										
<b>B.</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-12</b>
<b>Muscular System</b>	Tell why people have muscles	Identify a muscle in each region of the body (e.g., arms, torso, legs)	Describe the functions of the muscular systems and provide examples (e.g., muscles pull on bones to move the joints, move food through the body)	Recognize the major muscles of the muscular system (e.g., deltoid, tricep, abdominal, quadricep)	Describe how muscles affect overall health (e.g., burning calories, good posture, healthy heart)	Explain ways in which the muscular and other body systems work together	Classify the three different types of muscle tissue (smooth, cardiac, skeletal) and differentiate between voluntary and involuntary muscle movement	Explain how muscles work in pairs for movement to occur and provide examples (e.g., flexors and extensors, bicep contracts and tricep extends to flex your elbow bringing hand to shoulder)		Investigate disorders, their treatment, and prevention techniques to maintain a healthy muscular system (e.g., muscular dystrophy, muscle cramps, tendonitis, muscle strains)
State Standards	<b>HPE 1</b>	<b>HPE 1</b>	<b>HPE1</b>	<b>HPE 1</b>	<b>HPE 1</b>	<b>HPE 1</b>	<b>HPE 1</b>	<b>HPE 1</b>		<b>HPE 1, HPE 3</b>
National Standards	<b>NH 1</b>	<b>NH 1</b>	<b>NH 1</b>	<b>NH 1</b>	<b>NH 1</b>	<b>NH 1</b>	<b>NH 1</b>	<b>NH 1</b>		<b>NH 3</b>
<b>C.</b>	Tell why people have bones	Identify a bone in each region of the body (i.e., head, arms, torso, and legs)	Describe the functions of the skeletal system (e.g., protects body parts, supports the framework, works with muscles)	Categorize and label different bones by body parts (e.g., leg-tibia, arms-humerus, head-skull, torso-spine)	Identify the different types of bones (i.e., long, flat, wide, short, and curved) and their functions (mineral storage, calcium, red blood cells, growth plates)		Differentiate among the types of joints in the skeletal system (e.g., ball and socket, hinge, gliding, pivot, moveable, and immovable)	Explain how the skeletal system supports and protects other body systems (e.g., circulatory, muscular, nervous)		Investigate disorders, their treatment, and prevention techniques to maintain a healthy skeletal system (e.g., osteoporosis, arthritis, sprain, scoliosis)
State Standards	<b>HPE 1</b>	<b>HPE 1</b>	<b>HPE 1</b>	<b>HPE 1</b>	<b>HPE 1</b>		<b>HPE 1</b>	<b>HPE 1</b>		<b>HPE 1, HPE 3</b>
National Standards	<b>NH 1</b>	<b>NH 1</b>	<b>NH 1</b>	<b>NH 1</b>	<b>NH 1</b>		<b>NH 1</b>	<b>NH 1</b>		<b>NH 3</b>

# Functions and Interrelationships of Systems

1. Structure and Functions of the Body										
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
<b>Integumentary System (skin)</b>			Describe the function of the skin (e.g., protection)	Identify the major components and functions of the integumentary system (i.e., skin, hair, nails)	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)	Formulate ways to protect skin from environmental damage  Explain ways in which the integumentary system works with the sensory organs  Recognize the importance of self and regular check-ups for skin abnormalities				
State Standards			<b>HPE 1</b>	<b>HPE 1</b>	<b>HPE 1</b>	<b>HPE 1</b>				
National Standards			<b>NH 1</b>	<b>NH 1</b>	<b>NH 5</b>	<b>NH 5, NH 7</b>				

# Functions and Interrelationships of Systems

1. Structure and Functions of the Body										
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
<b>Cardio-respiratory/Circulatory System</b>	Show the location of the heart	Predict what happens to your heart rate during physical activity	Identify the major components (i.e., blood vessels, heart) and functions (e.g., transport blood throughout the body) of the cardio-respiratory system  Name the major functions of the cardio-respiratory system	Identify the cause and effect of lifestyle choices (e.g., activity, diet, tobacco use) on the cardio-respiratory system (e.g., healthy heart vs. unhealthy heart, blocked blood vessels, lung capacity)  Identify the cause and effect of an active vs. inactive lifestyle on the cardio-respiratory system (e.g., healthy vs. unhealthy heart and lungs)	Show the effects of lifestyle choices (e.g., high fat diet, physical activity) on the cardio-respiratory system and relate how the cardio-respiratory system affects quality of life	Identify the types of blood vessels (i.e., arteries, veins, capillaries)  Identify the chambers of the heart (i.e., atrium, ventricle)  Identify types of blood cells (i.e., red, white, platelets)  Explain ways in which the cardio-respiratory system interacts with other systems		Analyze how aerobic exercise impacts an individual physically, mentally, and emotionally		Investigate disorders, their treatments, and prevention techniques to maintain a healthy cardio-respiratory system (e.g., high blood pressure, anemia, hemophilia, sickle cell, asthma, allergies, bronchitis, pneumonia)
State Standards	<b>HPE 1</b>	<b>HPE 1</b>	<b>HPE 1</b>	<b>HPE 1</b>	<b>HPE 1</b>	<b>HPE 1</b>		<b>HPE 1</b>		<b>HPE 1, HPE 3</b>
National Standards	<b>NH 1</b>	<b>NH 1</b>	<b>NH 1</b>	<b>NH 1</b>	<b>NH 5</b>	<b>NH 1</b>		<b>NH 1</b>		<b>NH 3</b>

# Functions and Interrelationships of Systems

1. Structure and Functions of the Body										
F.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
<b>Respiratory System</b>		Identify the basic components of the respiratory system (e.g., nose, mouth, lungs)	Identify additional components of the respiratory system (e.g., trachea, bronchial tubes, diaphragm, alveoli)	Identify common problems, symptoms, and treatment of breathing disorders (e.g., asthma, bronchitis)  Identify the cause and effect of lifestyle choices on the respiratory system (e.g., inactivity, tobacco)	Describe the function of the respiratory system (e.g., exchange of carbon dioxide and oxygen) between air sacs and capillaries		Illustrate air flow through the respiratory system and <b>it's</b> relationship to the circulatory system	Measure respiratory rates during inactivity and activity		
State Standards		<b>HPE 1</b>	<b>HPE 1</b>	<b>HPE 1</b>	<b>HPE 1</b>		<b>HPE 1</b>	<b>HPE 1</b>		<b>HPE 1, HPE 3</b>
National Standards		<b>NH 1</b>	<b>NH 1</b>	<b>NH 1</b>	<b>NH 1</b>		<b>NH 1</b>	<b>NH 1</b>		<b>NH 3</b>

# Functions and Interrelationships of Systems

1. Structure and Functions of the Body										
G.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
<b>Nervous System</b>				Identify the major components and functions of the nervous system (i.e., brain, spinal cord, nerves)	Define and distinguish between short-term and long-term memory	Summarize the functions of the nervous system (e.g., sending and receiving messages, regulating body functions), serving as the <b>body's control</b> center for five senses (emotions, speech, coordination, balance, and learning)	Investigate how environment affects learning  Distinguish between the CNS and PNS (Central Nervous System and Peripheral Nervous System)	Describe how healthy lifestyle choices (e.g., exercise, diet, sleep) affect the functioning of the central nervous system and peripheral nervous system (e.g., exercise increases endorphins, stress relief, mental alertness)	Analyze how learning is influenced by <b>the brain's</b> short term and long term memory, environmental learning styles and learning strategies (e.g., multiple intelligences, cooperative learning, hypothesis, inquiry)	Investigate disorders, their treatment, and prevention techniques to maintain a healthy nervous system (e.g., mental disorders, spinal cord injuries, cerebral palsy, meningitis, chemical imbalances, hives, shingles, multiple sclerosis, <b>Parkinson's</b> , epilepsy)
State Standards				<b>HPE1</b>	<b>HPE 1</b>	<b>HPE 1</b>	<b>HPE 1</b>	<b>HPE 1, HPE 2</b>	<b>HPE 1</b>	<b>HPE 1, HPE 3</b>
National Standards				<b>NH 1</b>	<b>NH 1</b>	<b>NH 1</b>	<b>NH 1, NH 3</b>	<b>NH 1</b>	<b>NH 1</b>	<b>NH 3</b>



# Functions and Interrelationships of Systems

1. Structure and Functions of the Body										
H.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
<b>Digestive System</b>				Identify the major components (e.g., mouth, esophagus, stomach, small intestine, large intestine) and functions of the digestive system	Describe the processes of the digestive system (e.g., how the teeth, tongue, and saliva begin the digestive process) and how they are affected by lifestyle choices (e.g., diet, activity level, dental care)	Explain ways in which the digestive and other body systems work together	Identify the function of each organ in the digestive system (e.g., stomach-digestive juices, pancreas-insulin, gall bladder-storage of bile, liver-removes toxins, small intestines-absorbs nutrients, large intestines-removes solid waste) as it relates to overall health			List the most common disorders, describe how to treat them and prevention techniques to maintain a healthy digestive system (e.g., ulcers, irritable bowel syndrome, <b>Crohn's</b> Disease, diarrhea, constipation, gall stones, colon cancer)
State Standards				<b>HPE 1</b>	<b>HPE 1</b>	<b>HPE 1</b>	<b>HPE 1</b>			<b>HPE 1, HPE 3</b>
National Standards				<b>NH 1</b>	<b>NH 1</b>	<b>NH 1</b>	<b>NH 1</b>			<b>NH 1</b>

# Functions and Interrelationships of Systems

1. Structure and Functions of the Body										
I.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
<b>Urinary/Excretory System</b>					Label the major components (i.e., kidneys, ureters, bladder, urethra) and functions of the urinary/excretory system (e.g., removes liquid waste from the body)	Explain ways in which the urinary/excretory works with other body systems		Relate how health behaviors affect the urinary/excretory system		Investigate disorders, their treatment, and prevention techniques to maintain a healthy urinary/excretory system (e.g., kidney stones, urinary tract infections, nephritis)
State Standards					<b>HPE 1</b>	<b>HPE 1</b>		<b>HPE 1, HPE 2</b>		<b>HPE 1, HPE 3</b>
National Standards					<b>NH 1</b>	<b>NH 1</b>		<b>NH 1</b>		<b>NH 3</b>

# Functions and Interrelationships of Systems

1. Structure and Functions of the Body										
J.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
<b>Endocrine System</b>					Identify and describe the basic structure and functions of the endocrine system including growth (pituitary), reproduction (ovaries, testes), fight or flight responses (adrenal), energy, metabolism (thyroid)	Explain ways in which the endocrine and nervous systems work together	Describe how the endocrine system affects all other body systems		Relate a function of each endocrine gland (e.g., thyroid-metabolism; pituitary-master hormonal gland and height; adrenal-fight or flight; pancreas-insulin; ovaries-eggs; testes-sperm) and how it is impacted by lifestyle choices	Investigate disorders, their treatments, and prevention techniques to maintain a healthy endocrine system (e.g., thyroid cancer, type II diabetes, chemical imbalances)  List the causes of type II diabetes and describe management procedures and prevention techniques
State Standards					<b>HPE 1</b>	<b>HPE 1</b>	<b>HPE 1</b>		<b>HPE 1, HPE2</b>	<b>HPE 1, HPE 3</b>
National Standards					<b>NH 1</b>	<b>NH 1</b>	<b>NH 1</b>		<b>NH 1</b>	<b>NH 1, NH 3</b>

# Functions and Interrelationships of Systems

1. Structure and Functions of the Body										
K.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Reproductive System					Identify and describe the basic structure and function of the male and female reproductive system (e.g., menstrual cycle, nocturnal emissions)	Research and analyze the physical, emotional, social, and intellectual changes occurring during puberty	Describe how hormones are responsible for the development of secondary sex characteristics and for the production and release of reproductive cells, allowing the opportunity for fertilization	Distinguish between dominant and recessive traits	Describe the impact heredity and lifestyle choices have on the reproductive system functions and disease formation  Explain how to maintain a healthy reproductive system  Identify cancer signs and symptoms and explain the importance of monthly self-examinations	Recognize normal vs. abnormal conditions of the reproductive system  Explain how the following affect the functioning of the reproductive system: ovarian cysts, HPV/cervical cancer, premenstrual syndrome, infertility, ovarian cancer, testicular cancer, and prostate cancer  Discuss the importance of routine physical examinations and tests (e.g., pap smears, mammograms, prostate examination) to reduce the risks of problems related to cancer and other chronic diseases
	State Standards				HPE 1	HPE 1	HPE 1	HPE 1	HPE 1	HPE 1, HPE 2, HPE 3
	National Standards				NH 1	NH 3	NH 1	NH 1	NH 1	NH 1

# Functions and Interrelationships of Systems

1. Structure and Functions of the Body										
L.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
<b>Lymphatic-Immune System</b>					Describe how to keep the immune system healthy and explain the principles of vaccination and immunization		Label the major components (i.e., lymph nodes, lymph vessels, tonsils, thymus, spleen) and identify the functions of the lymphatic system (e.g., recognizes and destroys invading pathogens, immunity)			Investigate disorders, their treatments, and prevention techniques to maintain a healthy lymphatic/immune system (e.g., common cold, influenza, tonsillitis, strep throat)
State Standards					<b>HPE 1</b>		<b>HPE 1</b>			<b>HPE 1, HPE 2, HPE 3</b>
National Standards					<b>NH 1</b>		<b>NH 1</b>			<b>NH 3</b>

# Functions and Interrelationships of Systems

<b>2. Social, Emotional and Mental Health</b>										
<b>A.</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-12</b>
<b>Influence of Family and Peers</b>	State qualities of a good friend	Identify responsibilities within a family and describe characteristics needed to be a responsible family member	Recognize the influence peers have on people ( shared interest, goals, and values)			Identify how family, friends, and culture can influence personal health practices and decisions	Differentiate between negative and positive peer pressure and discuss reversal techniques			Cite evidence that supports the rights both individuals and the communities have when making social health decisions
	Recognize similarities and differences of families						Evaluate ideas and perspectives regarding the influence that family, friends, and culture have on health choices and behaviors during adolescence			Describe patterns of physical, social, and mental/emotional health that promote healthy long-term relationships (e.g., dating, work environment, friendship, and marriage)
State Standards	<b>HPE 2</b>	<b>HPE 2</b>	<b>HPE 2</b>			<b>HPE 2</b>	<b>HPE 5</b>			<b>HPE 2</b>
National Standards	<b>NH 2</b>	<b>NH 2</b>	<b>NH 2</b>			<b>NH 2</b>	<b>NH 2</b>			<b>NH 2, NH 8</b>
<b>B.</b>		Recognize how each person has a unique contribution (e.g., physical, mental, cultural, ethnicity) to their community (e.g., classroom, school, neighborhood)	Identify the cause and effect of <b>one's actions</b> on others	Analyze the duties and responsibilities needed to be a contributing member of a social community (e.g., school, church, neighborhood, Girl/Boy Scouts, service)	Relate the effects of human actions towards people with diverse backgrounds and demonstrate ways to effectively communicate with them	Recognize situations where the perspective of others may differ from your own				Develop a list of attributes needed to live effectively with others
<b>Responsibilities in Society</b>										
State Standards		<b>HPE 2</b>	<b>HPE 2</b>	<b>HPE 2</b>	<b>HPE 2</b>	<b>HPE 2</b>				<b>HPE 2</b>
National Standards		<b>NH 2</b>	<b>NH 2</b>	<b>NH 8</b>	<b>NH 2, NH 4</b>	<b>NH 2</b>				<b>NH 2</b>

## Functions and Interrelationships of Systems

<b>2. Social, Emotional and Mental Health</b>										
<b>C.</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-12</b>
<b>Communication Skills</b>	Recognize different emotions  Identify appropriate ways of expressing feelings and recognize verbal and nonverbal cues associated with each (e.g., happy, sad, mad, and afraid)	Identify a variety of feelings and situations that may require adult assistance	Identify appropriate ways to express needs, wants, and feelings (e.g., dealing with anger, model attentive listening skills)	Evaluate the importance of effective listening skills in building and maintaining relationships		Define defense mechanisms (constructive or destructive) as a means for handling emotions (e.g., talking it out vs. shutting down)	Describe how to constructively manage feelings caused by disappointment, stress, separation or loss  Model healthy communication skills through exchange of information, questions, and ideas while recognizing the perspective of others	Formulate scenarios that will illustrate potential problems or difficult situations	Analyze ways individuals can respond to the various needs and characteristics of diverse people including those with different abilities, chronic diseases, different ethnic and cultural backgrounds	Compare and contrast constructive versus destructive defense mechanisms as a means for handling <b>one's</b> emotions  Predict how the dynamics of relationships with family, groups, and community change as the individual matures
State Standards	<b>HPE 2</b>	<b>HPE 2</b>	<b>HPE 2</b>	<b>HPE 2</b>		<b>HPE 2</b>	<b>HPE 2</b>	<b>HPE 2</b>	<b>HPE 2</b>	<b>HPE 2</b>
National Standards	<b>NH 4</b>	<b>NH 4</b>	<b>NH 4</b>	<b>NH 4</b>		<b>NH 4</b>	<b>NH 4</b>	<b>NH 4</b>	<b>NH 4</b>	<b>NH 4</b>

# Health Maintenance and Enhancement

1. Personal and Family Health										
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Personal Health	Identify behaviors that keep a person healthy (e.g., physical activity, sleep, good nutrition, clothing, hygiene)	Show the cause and effect of healthy behaviors (e.g., physical activity, sleep, good nutrition, clothing, hygiene)	Identify and show good oral hygiene (e.g., brushing, flossing, dental exams)	Describe how personal health is enhanced by behaviors (include care of skin, teeth, gums, hair, eyes, nose, ears, nails)	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)	Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking	Identify body changes during puberty and proper hygiene practices (e.g., acne)	Critique personal behaviors and their cause and effect that relate to the following choices: eating breakfast daily; refraining from the use of tobacco and alcohol; sleeping six to eight hours a night; maintaining a healthy weight; daily moderate to vigorous physical activities; making healthy food choices (fruits, vegetables, whole grains, portion sizes)	Analyze how social, emotional, physical, and mental health affect wellness	Show the steps used in the problem solving model to examine system functions and disease formation encountered in daily living situations (e.g., lead poisoning, second-hand smoke)
State Standards	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2, HPE 5	HPE 2	HPE 2	HPE 2, HPE 5	HPE 2	HPE 1, HPE 2, HPE 3, HPE 4, HPE 6
National Standards	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1



# Health Maintenance and Enhancement

1. Personal and Family Health										
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Preventive Care		Identify preventive health care (e.g., immunizations, regular health and dental check-ups)		Summarize how preventive health care enhances <b>one's health</b> (e.g., immunizations, regular health and dental care)			Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene)	Predict problems that may occur due to insufficient or lack of preventive care for health needs	Assess personal health needs during adolescence and apply strategies to address those needs or problems	Discuss the concept of preventive care and its importance in maintaining and improving health
State Standards		<b>HPE 3</b>		<b>HPE 3</b>			<b>HPE 5</b>	<b>HPE 3</b>	<b>HPE 5</b>	<b>HPE 3</b>
National Standards		<b>NH 1</b>		<b>NH 1</b>			<b>NH 1</b>	<b>NH 1</b>	<b>NH 5</b>	<b>NH 1</b>

# Health Maintenance and Enhancement

1. Personal and Family Health										
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Growth and Development			Describe how people grow and change throughout life (physically, mentally, emotionally, and socially)	Sequence the stages of the human life cycle (e.g., infant, toddler, preschool, school-age)		Recognize the rapid changes in adolescent development (e.g., social, emotional, physical, intellectual growth)	Compare and contrast factors that can affect growth and development which one can alter, enhance, or adapt (e.g., heredity, family, environment, physical activity, hormones, disease)	Sequence the process and events of the human life cycle including fertilization, fetal development and birth		
State Standards			HPE 1	HPE 1		HPE 1, HPE 2	HPE 2	HPE 1		
National Standards			NH 1	NH 1		NH 1	NH 1	NH 1		

# Health Maintenance and Enhancement

1. Personal and Family Health										
<b>D.</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-12</b>
<b>Health and Skill Related Fitness</b>	Recognize that active play makes people strong and healthy	Recognize that physical activity increases heart and respiratory rate	Describe how physical activity makes a person's body stronger (e.g., helps develop strength, endurance, flexibility, and body composition)	Identify components of health related fitness		Distinguish individual strengths and weaknesses in health-related fitness		Distinguish the differences between health and skill related fitness		<p>Analyze factors (e.g., time, cost, accessibility) and benefits (physical and psychological) related to regular participation in physical activity</p> <p>Analyze present fitness levels to create a personal fitness plan which meets current and future needs necessary for the maintenance of total fitness</p>
State Standards	<b>HPE 4</b>	<b>HPE 4</b>	<b>HPE 4</b>	<b>HPE 4</b>		<b>HPE 4</b>		<b>HPE 4</b>		<b>HPE 4</b>
National Standards	<b>NH 1</b>	<b>NH 1</b>	<b>NH 1</b>	<b>NH 1</b>		<b>NH 1</b>		<b>NH 1</b>		<b>NH 1</b>

# Health Maintenance and Enhancement

2. Nutrition										
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
	Essential Nutrients and Food Groupings	<p>Recognize that foods come from plant and animal sources and provide the body with fuel (energy)</p> <p>Recognize that food fits into different groups and that different amounts are needed from each food group for healthy eating (i.e., grains, fruits, vegetables, dairy, beans, meats)</p>	<p>Identify healthy food choices (see MyPyramid.gov) in each of the five food groups (sorting play food or pictures into food groups)</p> <p>Compare and contrast the effects of nutrient-dense and empty-calorie foods on the body (e.g., soda/skim milk, chips/apple; cookies/carrots)</p>	<p>Identify the six essential nutrients and their functions (carbohydrates, protein, fats, vitamins, minerals, water)</p>	<p>Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices</p> <p>Describe the relationship between food intake and energy</p>	<p>Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A,C and D)</p> <p>Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains)</p>	<p>Describe and differentiate the contribution specific nutrients make towards growth repair, and cellular needs of the body: fats provide the body with a stored form of energy, warmth and insulation for body organs; carbohydrates provides the body with an immediate source of energy; proteins help the body grow, make muscles strong and repair body tissues; vitamins and minerals help to release energy and help the body fight infections making strong bones and teeth</p>	<p>Apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution</p>	<p>Justify food sources that supply each of the essential nutrients</p>	<p>Assess key nutrients and their specific functions and influences on body processes (e.g., disease prevention)</p> <p>Assess how nutritional needs change throughout the life cycle</p>
State Standards		<b>HPE 2</b>	<b>HPE 2</b>	<b>HPE 2</b>	<b>HPE 2</b>	<b>HPE 2</b>	<b>HPE 2</b>	<b>HPE 2</b>	<b>HPE 2</b>	<b>HPE 2</b>
National Standards		<b>NH 1</b>	<b>NH 1, NH 5</b>	<b>NH 1</b>	<b>NH 1</b>	<b>NH 1</b>	<b>NH 1</b>	<b>NH 5</b>	<b>NH 1</b>	<b>NH 1</b>

## Health Maintenance and Enhancement

2. Nutrition										
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
	Recognize we need a variety of foods each day		Identify a healthy snack from each food group (see MyPyramid.gov)  Recognize that eating healthy and being active will help maintain a healthy body composition	Compare and contrast the relationship between body image and personal health (e.g., self-esteem, disease prevention)	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety	Use the MyPyramid.gov website to construct a balanced menu  Describe and assess the relationship of family preferences and culture to food choices	Discuss the misconceptions projected by society in regard to body image	Evaluate factors that influence food choices (e.g., culture, family, emotions, peers, media) and their impact on nutrition and health.  Recognize the symptoms of various eating disorders and proper referral sources	Create a meal plan (s) through the selection of appropriate food based on energy needs, food preferences and nutrient requirements as represented in "My Pyramid"	Prove how a well-balanced diet that is low in fat, high in fiber, vitamins and minerals can reduce the risk of certain disease  Investigate and analyze the factors that influence dietary choices (e.g., lifestyle, ethnicity, family, media, and advertising)  Analyze food choices and discuss how it should be used to develop a proper diet
State Standards	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2, HPE 6	HPE 2	HPE 2
National Standards	NH 1	NH 1	NH 1	NH 1	NH 5	NH 1, NH 2	NH 2	NH 2	NH 1	NH 1, NH 2

# Health Maintenance and Enhancement

2. Nutrition										
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
	Food Labels	Recognize that packaged food products contain labels	Identify the basic parts of the Nutrition Facts label (e.g., serving size, fat, sugar, ingredients)	Explain the importance of nutrition facts on food labels in making healthy selections (e.g., serving size, calories, nutrients, ingredients)		Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)	Identify allergy information on food labels	Analyze and critique food labeling information to determine calories, nutrients, serving size, types of ingredients and nutritional value in a product		Apply concepts using food labels to meet the dietary needs of individuals for a healthy lifestyle (e.g., diabetes, lactose intolerance, food allergies)
State Standards		HPE 2	HPE 2	HPE 2		HPE 2	HPE 2	HPE 2		HPE 2, HPE 6
National Standards		NH 3	NH 3	NH 5		NH 3	NH 1	NH 1, NH 2		NH 1
D.	Food Handling and Safety	Recognize how germs are spread and apply practices to reduce germs in our community (e.g., hand washing, not eating food off, floor, not touching others' food, wash fruits and vegetables)	Illustrate proper food safety procedures (e.g., washing hands, not touching other's food, double dipping)	Recognize the four basic rules of food handling (i.e., clean, cook, chill, separate)	Describe proper food guidelines and storage (e.g., expiration date, refrigerated vs. non-refrigerated food)			Apply the four basic rules of food handling (e.g., clean, chill, cook, separate) to different food preparation situations		Discuss the cause and effect relationships that influence a safe food supply (e.g., regulatory agencies, food handling and production, food storage techniques, pesticides, additives, bioterrorism)
		HPE 2	HPE 2	HPE 2	HPE 2			HPE 2		HPE 2, HPE 6
State Standards		NH 7	NH 7	NH 7		NH 7		NH 7		NH 7
National Standards										

## Health Maintenance and Enhancement

2. Nutrition										
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
	Food Energy and Physical Activity									
		Recognize that food provides the body with fuel (energy) (e.g., importance of eating breakfast)	Select foods that are nutrient-dense to provide the body with long-lasting energy for thinking and physical activity (e.g., eating fruits/vegetables versus candy/chips)	Recognize that essential nutrients provide different amounts of energy (e.g., carbohydrates, protein, fats)		Summarize the relationship between food intake and physical activity		Apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution		Design a nutritional plan and fitness program based on the relationship between food intake and activity level with regard to weight management and healthy living (e.g., caloric intake, calorie expenditure, weight gain, weight maintenance, and safe weight loss)
State Standards		HPE 2	HPE2	HPE 2		HPE 2		HPE 2		HPE 2
National Standards		NH 1	NH 5	NH 1		NH 1		NH 1		NH 5

## Health Maintenance and Enhancement

3. Consumer Health and Safety										
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Media Influence on Health Habits and Decisions			Identify advertising techniques that target children (e.g., toys in cereal, fast food meals, cartoon characters)		Collect and display examples of how the media can influence a consumer decision regarding health practices and products (e.g., magazine, newspaper, commercial)		Recognize that fads, quackery, and advertising can influence health behaviors and practices		Analyze marketing and advertising techniques that influence consumer decisions (e.g., bandwagon, beautiful people, good times, status symbols/well known characters)	Evaluate the role the media can play in influencing <b>young adults' self</b> concept by idealizing body image and elite performance levels of famous people  Analyze the health claims that the media make and their impact on physical, mental/emotional, and social health.
State Standards			<b>HPE 6</b>		<b>HPE 6</b>		<b>HPE 6</b>		<b>HPE 6</b>	<b>HPE 6</b>
National Standards			<b>NH 2</b>		<b>NH 2</b>		<b>NH 2</b>		<b>NH 2</b>	<b>NH 2</b>



## Health Maintenance and Enhancement

3. Consumer Health and Safety										
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Consumer Rights and Issues						<p>List five rights that consumers have to protect themselves from false health claims: (1) right to safety (2) right to be informed (3) right to be heard, (4) right to have problems corrected, (5) right to consumer education</p> <p>Identify consumer health problems in your community</p>			<p>Identify and select appropriate consumer protection agencies that address various specific consumer issues</p> <p>Identify and analyze consumer health issues and products to make wise decisions</p>	<p>Analyze the reliability of health care information, services and products that could affect consumer decision-making (e.g., finding specialists such as CDC, county health departments, extension centers; insurance carriers, clinics, hospitals, OB/GYN, and emergency rooms)</p>
State Standards						HPE 6			HPE 6	HPE 6
National Standards						NH 8			NH 8	NH 8

# Health Maintenance and Enhancement

3. Consumer Health and Safety										
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Community Services/Careers	Identify community helpers and health professionals (e.g., fire, police, nurse, doctor, dentist, pediatrician, pharmacist, safety patrol)	Describe the responsibilities of various community helpers			Compare and contrast community helpers and agencies who can provide assistance for specific health issues or problems (e.g., firemen, policemen, paramedics, American Heart Association)		Recognize how the collaboration efforts of individuals, communities, and government affect the health of a community (e.g., recycling effort, pollution centers)  Identify and explore health-related careers	Connect the appropriate resource in the community to determine their role in prevention and treatment of health related problems (e.g., American Cancer Society, March of Dimes, American Health Association)  Examine the different types of health care systems (e.g., HMOs – employer-provided health insurance)	Examine the viewpoints and efforts of individuals, communities, and government regarding societal health issues in order to make decisions that are informed and responsible: managing waste, conserving energy and water, pollution control, tobacco free facilities  Analyze how the Department of Health and Senior Services, the Center for Disease Control and Prevention, and other public health agencies are responsible for disease reduction and control prevention, research, education, and enforcement of laws (e.g., food inspection, safe food storage and handling, distributing flu vaccines, and no smoking ordinances)  Identify career opportunities in health-related professions and how these roles meet the needs of the health consumer (e.g., exercise physiologist, sports therapist, dietician, tertiary care)	Develop a list of individual and/or governmental agencies and explain their responsibility for providing assistance to people for their health needs (e.g., Al-anon for drug abuse or dermatologist for acne)
State Standards	HPE 6	HPE 6			HPE 6		HPE 6	HPE 6	HPE 6	HPE 6
National Standards	NH 3	NH 3			NH 3		NH 3	NH 3	NH 3	NH 3

# Health Maintenance and Enhancement

4. Life Management Skills										
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
	Recognize that people have disagreements and choices on how to resolve them	Recognize that decisions have consequences	Identify positive ways to solve or prevent problems (e.g., verbal communication skills, non-verbal, and "I" messages)	Identify the five steps of the decision making process: 1. What is the problem? 2. What are my choices? 3. What are the pros and cons of each choice? 4. How important are the consequences of each choice? 5. Which is the best choice?	Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends)	Apply strategies to solve or prevent problems (e.g., listen attentively, clam down, find a compromise )	Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter	Analyze and evaluate how the decision making process can help an individual in life situations	Distinguish between problems that can be solved independently and those that need the help of a peer, adult, or professional	Apply practices that preserve and enhance the safety and health of others (e.g., conflict resolution, peer mediation, seeking adult or professional consultation, stress management, goal setting, decision-making, assertive behavior, resisting peer pressure, asset development)
State Standards	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2
National Standards	NH 2	NH 5	NH 5	NH 5	NH 5	NH 5	NH 5	NH 5	NH 5	NH 5

# Health Maintenance and Enhancement

4. Life Management Skills										
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Refusal/Assertive Skills and Conflict Resolution	Recognize and practice saying "no" to unhealthy actions and behaviors toward them (e.g., stop, get away, and tell an adult or No, Go, and Tell)	Describe what causes disagreements/fights and how to avoid them		Define refusal skills (strategies that help you say no) and assertive skills (skills that allow you to behave with confidence)	Identify steps of conflict resolution: (1) identify the conflict; (2) agree to disagree; (3) listen to each other; (4) negotiate; (5) compromise on a solution		Apply and assess conflict/mediation strategies to a variety of conflict situations	Examine the impact that peer pressure refusal skills have on self-perception and the perception of others		
State Standards	HPE 2, HPE 5	HPE 2, HPE 5		HPE 2, HPE 5	HPE 2, HPE 5		HPE 2, HPE 5	HPE 2, HPE 5		
National Standards	NH 4	NH 4		NH 4	NH 4		NH 4	NH 4		

# Health Maintenance and Enhancement

4. Life Management Skills										
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
	Goal Setting and Asset Development	demonstrate how goal-setting can help a person make a difference in their health or fitness	Identify positive influences in a person's life (e.g., school, community, family)		Assess situations that may require coping strategies (e.g., loneliness, boredom, grief, anger, shyness) and list assets that would help address these situations	Establish short and long term goals for a specific health issue	Evaluate current assets (positive influences in one's life) and determine ways to enhance those qualities			
State Standards		HPE 2	HPE 2		HPE 2	HPE 2	HPE 2			
National Standards		NH 6	NH 6		NH 6	NH 6	NH 6			
D.	Stress Management and Coping Skills	Recognize what stress is and how it affects the body	Identify healthy activities that can relieve uncomfortable feelings and emotions	Describe healthy activities and coping strategies to deal with uncomfortable feelings and emotions(e.g., ask a trusted adult, make a plan of action, exercise, speak up)  Differentiate positive and negative stress and how they can affect a person	Identify personal stressors in daily living (e.g., large groups, tests, family pressures, too busy, language barriers) and describe strategies to deal with these stressors (coping, time management, decision-making)	Describe the short and long term effects of stress on the body	Describe positive stress management skills to reduce stress related problems	Analyze various techniques designed to enhance coping abilities and manage stress (e.g., stay healthy, relax, positive outlook, physically active, talk it out)		Create a plan using life management skills to address personal and social concerns that are a part of daily living (e.g., learning to manage time and stress, setting goals, dealing with conflicts, working collaboratively)
State Standards		HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2		HPE 2
National Standards		NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1		NH 5, NH 6

# Health Maintenance and Enhancement

4. Life Management Skills										
<b>F.</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-12</b>
<b>Harassment/Bullying and Violence Prevention</b>	Define "private parts" (e.g., what is covered by a swimming suit) and distinguish between "safe" and "unsafe" touch	Identify a trusted adult  Identify acceptable and unacceptable behavior toward others and list positive ways to deal with those behaviors	Identify resources in the community that can provide safety (e.g., police, safe houses, school, counselor, mall security)	Define bullying and harassment and list acts of each (e.g., excluding from group, teasing, inflicting physical harm)  Define violence and identify the causes (e.g., anger, prejudice, child abuse, socio-economic status)	Describe strategies to prevent bullying (e.g., avoid being alone, stay away from people who fight, ignore insults)  Describe strategies to prevent violence (e.g., count to 10 before acting, talk to a trusted adult about feelings, physical activity, channel energy into worthwhile activity)	Devise a plan to reduce the risk of becoming a victim of violence, include violence prevention strategies (e.g., learn to protect yourself, avoid violent situations, choose friends wisely, <b>don't talk to strangers</b> )	Formulate a personal and school-wide plan(s) to address and reduce bullying	Discuss sexual harassment issues and create a plan to address these issues	Demonstrate strategies to prevent, manage, or report social problems related to abuse, exploitation, harassment, or bullying  Investigate resources available to cope with social problems related to abuse, exploitation, harassment, or bullying (e.g., school, police, peers, hotlines, counselors)	Develop a list of intervention skills that can be used to prevent violence and describe when and how to use these skills
State Standards	<b>HPE2, HPE5</b>	<b>HPE2, HPE5</b>	<b>HPE2, HPE5</b>	<b>HPE 2, HPE 5</b>	<b>HPE 2, HPE 5</b>	<b>HPE 2, HPE 5</b>	<b>HPE 2, HPE 5</b>	<b>HPE 2, HPE 5</b>	<b>HPE 2, HPE 5</b>	<b>HPE 2, HPE 5</b>
National Standards	<b>NH 1</b>	<b>NH 2</b>	<b>NH 3</b>	<b>NH 1</b>	<b>NH 1</b>	<b>NH 1</b>	<b>NH 5</b>	<b>NH 1, NH 5</b>	<b>NH 1</b>	<b>NH 1</b>

# Risk Assessment and Reduction

1. Disease Prevention and Control										
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
	Communicable vs. Non-Communicable Diseases	Recognize that germs cause illness.	Identify signs of illness and list ways to help you recover  Define germs, where they are found, and what harm they cause to the body	Define communicable and non-communicable diseases  Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands)	Classify communicable and non-communicable diseases into the appropriate category	Identify and describe basic causes, symptoms, treatments, and management of common communicable diseases and health problems	Determine cause and effect relationships between non-communicable diseases (e.g., Type I diabetes vs. Type II diabetes) and lifestyle behaviors		Connect causative factors, symptoms, treatment and preventive measures to their appropriate non-communicable diseases  Explain how risk behaviors can contribute to the development of chronic disease (e.g., relationships between smoking and emphysema or alcohol consumption and cirrhosis)	Describe the effects of positive lifestyles behaviors on the occurrence of disease (e.g., sunscreen, physical activity, diet, sleep, stress management)  Conduct research to answer questions regarding epidemiological studies and cite evidence about the management and prevention of communicable and non-communicable diseases (e.g., local health department statistics, youth risk behavior survey (YRBS), Centers for Disease Control (CDC), National Institute of Health (NIH))  Analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (e.g., ethnic, cultural and family histories)
State Standards	HPE 3	HPE 3	HPE 3	HPE 3	HPE 3	HPE 3			HPE 3	HPE 3
National Standards	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1			NH 1	NH 1, NH 3

# Risk Assessment and Reduction

1. Disease Prevention and Control										
B.  Body Defenses and Recovery	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
	Model proper hand washing and hygiene	Identify behaviors that prevent and reduce chances of illness (e.g., drinking plenty of water, immunizations, sleep, eating healthy foods)		Identify the <b>body's basic</b> lines of defense (e.g., skin, hair in nasal passages, white blood cells)	Explain how healthy behaviors enhance the <b>body's basic</b> lines of defense (e.g., sleep, physical activity, healthy food choices)		Identify the stages of disease progression (e.g., incubation)		Describe the <b>body's lines of</b> defense and the stages of disease progression (e.g., incubation)	Describe the primary and secondary defenses for prevention of disease and discuss how they help to maintain or improve them
	State Standards	HPE 2, HPE 3	HPE 2, HPE 3		HPE 1	HPE 2, HPE 3		HPE 3		HPE 3
	National Standards	NH 1	NH 1		NH 1	NH 1		NH 1		NH 1



# Risk Assessment and Reduction

1. Disease Prevention and Control										
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Types of Pathogens and Transmission				Define pathogen and identify three major types (i.e., bacteria, virus, fungi)	Identify that there are certain conditions and lifestyle behaviors that enhance both the growth and spread of pathogens (e.g., person-to-person, food, water, not washing hands, improper refrigeration, lack of purification)		Analyze information about the transmission and prevention of communicable diseases		Hypothesize optimal conditions for growth and transmission of pathogens	Formulate and support an interpretation regarding the reoccurrence of resistant strains of pathogens (e.g., strep, herpes, mononucleosis, gonorrhea, Chlamydia, HIV, Staff Infection)  Use the scientific process of laboratory investigation to test hypotheses on pathogen transmission (e.g., hand sanitizers, Germglow, disinfectants)
State Standards				HPE 3	HPE 3		HPE 3		HPE 3, HPE 5	HPE 3, HPE 5
National Standards				NH 1	NH 1, NH 7		NH 1		NH 1	NH 1, NH 3

# Risk Assessment and Reduction

1. Disease Prevention and Control										
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Adolescent Health Issues and Sexually Transmitted Infections							<p>Locate , select, and organize information about non-communicable diseases that may impact adolescents such as diabetes, asthma, joint disease, cancer, mental disorder)</p>	<p>Recognize the importance of regular check-ups for various types of cancer (e.g., breast, testicular, skin)</p> <p>Name and discuss common STIs (sexually transmitted infections)</p> <p>Describe the patterns of transmission, treatments, and prevention of sexually transmitted infections</p>	<p>Analyze the impact non-communicable diseases such as diabetes and asthma, could have on adolescents physical, social, and emotional development</p> <p>Recognize adolescent health issues and select appropriate strategies to solve or prevent problems (e.g., Anorexia, bulimia, acne, scoliosis) including knowing symptoms and causes, early diagnosis and treatment, self-care and management</p>	<p>Compare signs and symptoms of common sexually transmitted infections</p> <p>Explain how sexually transmitted infections can affect an <b>individual's</b> physical, social, mental/emotional, intellectual, professional, and economic well-being (e.g., HIV/AIDS sterility, Kaposi Sarcoma, pneumonia, PCP, stress, oral thrush, yeast infections)</p>
State Standards							HPE 3, HPE 5	HPE 3, HPE 5	HPE 3, HPE 5	HPE 3, HPE 5
National Standards							NH 1	NH 1	NH 1, NH 5	NH 1

# Risk Assessment and Reduction

1. Disease Prevention and Control										
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
HIV/AIDS Prevention Education	Identify bodily fluids (e.g., blood, saliva, urine, tears, sweat, mucous)  Identify how gloves protect us from bodily fluids	Recognize that bodily fluids can carry harmful diseases and that some diseases are easily transmitted while others are not	Identify safe practices for reducing a <b>person's risk</b> for disease (e.g., syringes and needles, sneezing, coughing, hand washing)	Define HIV/AIDS and recognize that HIV is transmitted through blood and other bodily fluids	Describe how HIV affects the immune system	List behaviors that could enhance HIV transmission (e.g., tattoo, piercing, sex, syringe use, pregnancy) and strategies to prevent infection	Explain and discuss the relationship between HIV and AIDS	Compare and contrast signs and symptoms or HIV/AIDS	Explain the patterns of transmission, treatment (past and present), and prevention of HIV/AIDS	
	The Missouri School Improvement Program (MSIP 1.1, 1.2, 1.3) requires that developmentally appropriate HIV/AIDS prevention education occur at EVERY grade level, including primary grades.									
State Standards	HPE 3	HPE 3	HPE 3	HPE 3	HPE 3	HPE 3	HPE 3	HPE 3	HPE 3	
National Standards	NH 7	NH 7	NH 7	NH 1	NH 1	NH 7	NH 1	NH 1	NH 1	

# Risk Assessment and Reduction

1. Disease Prevention and Control										
F.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Abstinence, Prevention Behaviors, and Teen Pregnancy								Describe how to protect self and others from STI (sexually transmitted infections) and explain the role of abstinence for prevention (**Section 170.015 Revised Statutes of Missouri: Requires the student be presented "with the latest medically factual regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases.")		Analyze and evaluate how teen pregnancy and parenting can impact personal, family and societal perspectives (e.g., dropout, low self-esteem, abandonment, and economics)  Investigate and analyze the cause and effect relationship between obtaining prenatal care and the health of the mother and baby. (e.g., nutrition, alcohol and tobacco consumption, physical activity, age, other drug use) and it's effects on the unborn child (e.g., leg deformities, retardation, learning disabilities, addiction, low birth weight)  Evaluate the progression of reliability of various contraceptive methods from most reliable to least reliable (e.g., abstinence, barrier methods, oral methods, surgical methods, injectable methods, implants)  (*Follow district curriculum policy when addressing methods of contraception)
	State Standards							HPE 3		HPE 3
	National Standards							NH 1		NH 1

# Risk Assessment and Reduction

2. Injury Prevention and Safety										
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Safety for Home, School, and Communities	Identify safe and unsafe practices and conditions at home, school, and in the community	Identify ways to stay safe in bad weather (e.g., tornado, electric storms)	Describe common safety rules and laws (e.g., playground, bicycle, pedestrian, vehicle)	Construct a plan of what to do when home alone (e.g., emergency phone list, not answering door, not using stove)	Assess personal environment and recognize the potential for danger in everyday situations (e.g., not wearing seatbelt, too many plugs in one outlet, telling caller parents are out)	Discuss problems in daily living that may contribute to self-destructive behaviors and strategies to cope with these behaviors		Assess home and school environments for potential unsafe situations and recommend corrective action	Recognize problems in daily living that may contribute to self-destructive behaviors and apply strategies to reduce the risks of harm to self and others	Describe and analyze methods that can be effective in preventing societal problems affecting teens (e.g., rape, assault, homicide, and other personal safety risks, gangs)
	Recognize warning labels that identify harmful items and substances (e.g., cleaning products, "Mr. Yuk" symbol, plastic bags)	Identify safety rules for being around strangers and using the internet  Identify potential hazards in and around the home (e.g., kitchen, bathroom, yard, evacuation plan)	List common emergencies and steps to take in each situation						Identify societal problems (assault, homicide, rape, robbery, gangs, personal safety risks)	
State Standards	HPE 5	HPE5, HPE 7	HPE5, HPE 7	HPE5, HPE 7	HPE 5	HPE 5		HPE 5	HPE 5	HPE 5
National Standards	NH 5	NH 5	NH 5	NH 5	NH 5	NH 5		NH 5	NH 5	NH 5

# Risk Assessment and Reduction

2. Injury Prevention and Safety										
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
First Aid Procedures	<p>Tell what first aid is and give an example</p> <p>Explain how to make emergency phone calls</p>	Identify individuals who can properly assist with first aid procedures (e.g., school nurse, lifeguard, teacher, parent, babysitter)	Recognize what to do for minor injuries under adult supervision (e.g., scrape, cut, nosebleed)	Create a plan that recognizes an emergency or non-emergency situation and how to respond (should I call 911?)	Demonstrate basic first aid procedures for handling weather-related emergencies (e.g., hypothermia, frostbite, and heat exhaustion)	Explain how basic aid techniques can help to save lives (e.g., abdominal thrusts and rescue breathing)	Recognize basic aid techniques that help save lives, reduce the severity of an injury and enhance recovery	Demonstrate basic first aid procedures such as the abdominal thrust, rescue breathing and CPR, poisoning, burns, control bleeds, RICE	<p>Prioritize and demonstrate the steps involved in assessing an emergency situation including 911 format, check, call, care</p> <p>Analyze why the processes are used in sequential order (i.e., ABC of emergencies)</p>	Identify, from a given list, those situations that are life threatening and perform basic life saving maneuvers (e.g., CPR, abdominal thrust, bleeding control, shock, burns, asthma, bee stings, snake bites, poisoning)
State Standards	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7
National Standards	NH 7	NH 7	NH 7	NH 7	NH 7	NH 7	NH 7	NH 7	NH 7	NH 7

## Risk Assessment and Reduction

<b>2. Injury Prevention and Safety</b>										
<b>C.</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-12</b>
<b>Activity Related Injuries and Environmental Conditions</b>	Recognize that safety equipment is necessary to protect the body during participation in sports and recreational activities (e.g., helmet, mouth piece, shin guards, eye protection)	Match safety equipment to the activity or sport	Explain the use and purpose of safety equipment		Predict the outcome when safety equipment is used/not used in physical activity		Apply concepts about weather safety (recognize and attend to changing conditions), exercise precautions during activities, and follow appropriate safety rules and use of equipment	Make informed decisions to reduce the risk of injuries during exercise, sports and other activities		Recognize activity-related conditions (e.g., bleeding, shock, asthma, low blood sugar, diabetes, dehydration) and perform appropriate first aid procedures and practices for each  Recognize weather-related emergencies (e.g., dehydration, asthma, heat exhaustion, heat stroke, hypothermia, frostbite) and perform appropriate first aid procedures and practices
State Standards	<b>HPE 2, HPE 7</b>	<b>HPE 2, HPE 7</b>	<b>HPE 2, HPE 7</b>		<b>HPE 2, HPE 4</b>		<b>HPE 5</b>	<b>HPE 5</b>		<b>HPE 5</b>
National Standards	<b>NH 7</b>	<b>NH 7</b>	<b>NH 7</b>		<b>N H7</b>		<b>NH 7</b>	<b>NH 7</b>		<b>NH 7</b>

## Risk Assessment and Reduction

2. Injury Prevention and Safety										
<b>D.</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-12</b>
<b>Water-Related Emergencies</b>	Recognize the importance of safety rules in and around water  Identify specific safe practices in and around water (e.g., life jackets, buddy system, inclement weather)	Demonstrate specific safe practices and procedures in and around water (e.g., life jackets, buddy system, inclement weather)		Apply safe practices and procedures in and around water	Explain the cause and effect of following water safety rules		Investigate the community agencies that provide water safety courses			List the common water-related emergencies and describe prevention and treatment techniques
State Standards	<b>HPE 5</b>	<b>HPE 5</b>		<b>HPE 5</b>	<b>HPE 5</b>		<b>HPE 5</b>			<b>HPE 5</b>
National Standards	<b>NH 7</b>	<b>NH 7</b>		<b>NH 7</b>	<b>NH 7</b>		<b>NH 7</b>			<b>NH 7</b>



## Risk Assessment and Reduction

<b>3. Substance Education</b>										
<b>A.</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-12</b>
<b>Safe and Unsafe Substances</b>	<p>Recognize that there are safe and unsafe substances that can be taken into the body</p> <p>Identify ways to stay away from dangerous substances</p>	<p>Identify alcohol, tobacco, and medicines as drugs</p> <p>Differentiate what is and what is not medicine and its proper and improper use (e.g., vitamins)</p>	<p>Identify various types of drugs (e.g., nicotine, alcohol and street drugs)</p> <p>Explain what constitutes a drug free and safe community</p>		<p>Classify substances in the home according to proper and improper usage (e.g., bleach is for cleaning and not for ingesting; vitamins are one a day and not several a day)</p>		<p>Describe the short and long-term effects of performance enhancing drugs</p>			<p>Assess the short and long-term effects that performance enhancing aids have on the body processes (e.g., liver damage, heart failure, brain aneurysm, <b>anger, "road rage,"</b> acne, violence, memory loss, hepatitis, HIV) and on individuals and society (e.g., body image, obsession with winning, violent behavior, black market/illegal purchases)</p>
State Standards	<b>HPE 5</b>	<b>HPE 5</b>	<b>HPE 5</b>		<b>HPE 5</b>		<b>HPE 5</b>			<b>HPE 5</b>
National Standards	<b>NH 1, NH 3</b>	<b>NH 1, NH 3</b>	<b>NH 1, NH 3</b>		<b>NH 1, NH 3</b>		<b>NH 1, NH 3</b>			<b>NH 1, NH 3</b>

## Risk Assessment and Reduction

3. Substance Education										
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
	Recognize that medicine is used to prevent or treat certain health problems, taken under adult supervision	Distinguish between over-the-counter and prescription drugs	Recognize importance of safely storing medicine in its proper place	Recognize the role of medication in treating an illness	Identify the purposes of prescriptions, OTC drugs, and other natural substances (herbs) and how they can be used safely (e.g., treat illness, prevent health problems)	Explain the guidelines and precautions needed when using OTC and prescription drugs (e.g., take with trusted adult, follow the label directions, only take your own, check safety seal)	Differentiate between over the counter (OTC) and prescription drugs, their purpose, precautions and guidelines for use			Explain why individuals need to follow label guidelines for all substances (e.g., compatibility of ingested substances)
State Standards	HPE 5	HPE 5	HPE 5	HPE 5	HPE 5	HPE 5	HPE 5			HPE 5
National Standards	NH 1, NH 3	NH 1, NH 3	NH 1, NH 3	NH 1, NH 3	NH 1, NH 3	NH 1, NH 3	NH 1, NH 3			NH 1, NH 3

# Risk Assessment and Reduction

3. Substance Education										
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Substance Use vs. Non-Use	Recognize that TAOD (tobacco, alcohol, and other drugs) can have dangerous effects on the body		Describe the effects of TAOD on the body (e.g., lungs, brain, liver)	Describe how TAOD affects the way a person thinks, feels, and acts  Recognize the factors (e.g., media, peers, self-concept) that influence decisions to use or abuse substances  Identify healthy alternatives instead of using or abusing substances (e.g., clubs, physical activity, sports)	Describe how TAOD can affect the body systems (e.g., circulatory, respiratory, nervous)  Analyze the effects of choosing healthy alternatives rather than using or abusing substances	Discuss the issues relative to a smoke-free environment (e.g., financial, health risks, emotional) and demonstrate strategies for refusing TAOD	Classify drugs based on their effect on the body (e.g., stimulant, depressant, hallucinogen, narcotic)  Differentiate among various types of drugs and their effect upon the body including the following: how the drug enters the body; how the drug interacts with body chemistry  Present different opinions and arguments about the effects of TAOD on individuals, family, and society	Compare peer pressure to peer support and evaluate how each influences the making of informed and reasoned decisions regarding TAOD use	Determine a cause and effect relationship regarding body system functions (i.e., muscular, excretory, nervous, digestive, circulatory, respiratory) and the use of TAOD (e.g., alcohol and impaired judgment, marijuana and short term memory loss, smoking and low birth weight babies)  Develop an informed decision regarding the use of smoked and smokeless tobacco based on knowledge of short and long-term effects on the body, individual, and society  Determine the cause and effect relationship between the use of alcohol, tobacco, and other substances and emergency situations (e.g., motor vehicle accidents, overdose, accidental death, binge drinking)	Evaluate the short and long term effects of alcohol, tobacco, and other substances on the body (e.g., changes in mood, thought processes, mental ability, coordination, reaction time) and draw conclusions on the impact of these substances on personal, social, and economic threats to society  Review healthy alternatives to substance use and investigate effective strategies to promote individual, family, and community health  Assess the risk of chemical dependency and locate available help if alcohol, tobacco, and other substance use becomes a problem  Evaluate personal risks for chemical dependency based upon personal, family, and environmental factors
State Standards	HPE 5		HPE 5	HPE 5	HPE 5	HPE 5	HPE 5	HPE 5	HPE 5	HPE 5
National Standards	NH 1		NH 3	N 3	NH 3	NH 3	NH 3	NH 5	NH 1, NH 3	NH 1, NH 3

## Risk Assessment and Reduction

4. Environmental Health										
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Effects of Pollution on Health	Recognize how the environment affects a person's health	Identify substances that pollute the air and harm your lungs  Recognize the effects of noise pollution on the body (e.g., loud music, headsets)		Recognize different types of pollution and how they affect one's health (noise, water, air, land)	Compare the air quality between the smoking and non-smoking area of a restaurant and identify harmful effects of second hand smoke				Describe ways in which the environment and ecosystems can be damaged and disrupted such as overpopulation, overuse of resources, and pollution	Define global warming and its effects on the health of individuals worldwide  Compare present environmental health problems to past environment health problems and develop strategies to reduce or correct these problems for the future (e.g., destruction of the ozone layer, asbestos, second-hand smoke, nuclear disasters, carpooling)
	State Standards	SC4, HPE 2	SC4, HPE 2		SC 4, HPE 2	HPE 2				HPE 2
	National Standards	NH 1, NH 7	NH 1, NH 7		NH 1, NH 7	NH 1, NH 7				NH 1, NH 7

## Risk Assessment and Reduction

4. Environmental Health										
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Individual Responsibility	Identify ways to protect the body from the environment (e.g., sunscreen, insect repellent, sunglasses, goggles, hats)		Recognize the harmful effects of poor air quality or extreme temperature to the body (e.g., asthma, allergies, hypothermia)  Recognize that littering is against the law and promotes the spreading of pathogens	Describe what an individual can do to help preserve the environment and promote environmental health (e.g., recycle, reduce, reuse)  Recognize that there are laws and regulations designed to promote and protect community and environmental health (e.g., littering, illegal dumping, noise ordinances)	Identify actual or potential risks factors and reduction methods within the environment that can affect one's health (e.g., wearing sunscreen, having parent change furnace filter)	Develop ways to promote recycling, reducing waste, and reusing items to prevent pollution that damages the environment, disrupts ecosystems, and affects one's personal health			Evaluate potential results of an environmental solution considering aesthetics, ethics, societal responsibility  Examine existing and potential environmental health problems within their community and create solutions to address them	Compare ways that individuals, communities, state and federal government can cooperate to promote environmental health (e.g., recycling, adopt-a-highway programs, river clean-up, land preservation, community beautification, advocacy)
State Standards	HPE 2		HPE 2, SC8	SC 4	HPE 2, SC 4	HPE 2, SC 4			HPE 2	HPE 2
National Standards	NH 1, NH 7		NH 1, NH 7	NH 1, NH 7	NH 1, NH 7	NH 1			NH 1	NH 8